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ABSTRACT

The plan to be used by the Los Angeles Community College District during the 1973-1974 school year, as well as the next five years, as a basis for the planning and implementation of new career training programs and services and for the review of existing programs is provided. The four parts of this report on the plan are as follows: Part I. District Vocational Education Policies, Goals, and Objectives; Part II. Annual Program Plan, 1973-1974 (Population Needs, Job Market, Job Performance Requirements, Program Planning, Vocational Education Promotion, Student Recruitment, Curriculum Resources and Ancillary Services, Guidance and Counseling, Placement, Vocational Instruction, Program Review, and Evaluation); Part III. Long-Range Program Plan, 1974-1978 (same functions as in Part II); and Part IV. Descriptive Tables (Anticipated Number of Programs and Students in Vocational Education, 1973-1974; Number of Teachers; Vocational Education Enrollment; Vocational Education Enrollment Summary; Descriptive Information Pertaining to Disadvantaged and Handicapped Students; and Form VE-1.1). (Not available in hard copy due to marginal legibility of original document.) (DB)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

DISTRICT PLAN FOR VOCATIONAL EDUCATION

1973 - 1978

Prepared as a basis for District Application for Funding under provisions of the Vocational Education Act of 1968 P. L. 90-576 and the California State Plan for Vocational Education.

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October 1973

JC 730 284

FOREWORD

It is with pleasure and a special pride that I write the Foreword to the Los Angeles Community College District Plan for Vocational Education. This plan will be used during the 1973-74 school year and for the next five years as a basis for the planning and implementation of new career training programs and services and for the review of those programs already in existence. It is our hope that this plan will be not only a statement of our philosophy and goals but a practical, working outline of our efforts to meet the educational and career training needs of our students and community.

The Los Angeles Community College District is the largest multi-campus community college system in the World. Enrollment for the Fall 1973 semester surpassed 108,000 day and evening students. The District's eight colleges serve the population and job market needs of nearly 4 million people who live within its official boundaries and a study is currently underway to assess the need for a ninth college.

Each of the eight Los Angeles Community Colleges is cognizant of its responsibility to meet the human needs of the community it serves. Each is committed to the broad concept of Career Education that combines in harmonious balance the advantages of vocational and academic training. Each is constantly striving to make its career programs and educational opportunities accessible to everyone who is a part of and who lives in the community. There is a determination at the District and at each college to identify and meet the career training and educational needs of the disadvantaged, the handicapped, and the aged, as well as the regular student.

The eight Los Angeles Community Colleges are cognizant, also, of their role as important social and educational service institutions. They are repositories of learning but they are also laboratories for change. Each responds to the needs of the community it serves by providing the student with the skills and judgment necessary to make informed choices about his career, his future life, and his community.

Leslie Koltai

Leslie Koltai
Chancellor

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INTRODUCTION

The Los Angeles Community College District Plan for Vocational Education was prepared in accordance with the Instructions for Preparing a District Plan for Vocational Education.

Answers to the sub-items listed under each of the major functions for vocational education were the result of a cooperative effort between the colleges and the District's Office of Career Education and Governmental Affairs. Each college submitted a College Plan and these served as the basis for the District Plan. The first draft of the District Plan was reviewed and altered by the vocational education coordinators and faculty at each college and by each college President as well as by college wide committees and councils.

In writing the District Plan, a special effort was made to refine and develop the measurable objectives and planned activities to a point where they would be not only achievable but practical and meaningful as well.

Projected planning in the District includes the referral of the District Plan to the appropriate committees and councils that deal with one or more of the topics included in the 12 functions of vocational education. A major effort of these committees will be to find ways and means to improve existing programs and services and to plan and implement new vocational programs using the data and information included in the District Plan.

John T. McCuen
Vice Chancellor
Educational Planning and Development

PART I

DISTRICT VOCATIONAL EDUCATION

POLICIES, GOALS AND OBJECTIVES

PART I. DISTRICT VOCATIONAL EDUCATION POLICIES, GOALS, AND OBJECTIVES

A. Philosophy and Goals of the Los Angeles Community College District

1. Philosophy:

The Los Angeles Community College District recognizes that its first responsibility is to the student. The eight Community Colleges within the District meet this responsibility by providing college-level education through a variety of educational programs and student activities. These curricular and student activity programs are designed to help the student understand himself and his physical and social environment.

The Los Angeles Community College District also recognizes a responsibility to the community it was designed to serve. It recognizes a mandated responsibility to produce college-trained graduates equipped to continue their formal education at a senior college or university or to enter business and industry and, in either case, to be better prepared to discharge the duties and prerogatives of citizenship in a democratic society.

The District recognizes, finally, that the challenge presented in the development of such a program can be met only through a high regard for individual merit and a deep respect for human dignity. These attitudes are basic to the democratic concept and, as such, should be reflected in the educational programs, the student-teacher relationships and the administrative policies of the District.

2. Goals

a. To provide two-year academic transfer programs acceptable for advanced study at senior colleges and universities.

b. To provide college-level occupational programs that qualify the student for entry-level jobs in business, industry and public service.

c. To provide a counseling and guidance program that incorporates vocational, educational and personal counseling to assist the student in the selection and pursuit of a life-work compatible with his interests, aptitudes and abilities.

d. To provide a broad educational program that will enable the student to become a more effective person, family member and citizen.

e. To provide a program of community services offered in cooperation with other educational and governmental institutions to meet the cultural, educational and vocational needs of all interested persons.

f. To provide educational and occupational programs that meet the population and job market needs of the community and to provide all persons with equal access to these programs.

B. Policy and Philosophy on Vocational Education (adopted by Board of Trustees) 1-13-70

The State of California has long been recognized as a leader in the educational affairs of the nation--with special recognition for the State's community colleges and for the programs of vocational education in the colleges.

California educational institutions have produced leaders capable of tying together on a cooperative basis, the State's social, economic, and political systems necessary for the development of the State's human resources. The basis for this favorable progress has been an expanding population coupled with a growing economy created by the lively enterprises of agriculture, business, and industry. Emanating from these growing and expanding endeavors is the demand for skilled workers. Public policy makers have mandated by legislation that manpower development and training is a joint responsibility of government, education, and community groups.

In cooperation with these groups in the Los Angeles metropolitan area, the Los Angeles Community Colleges have joined forces in planning vocational training programs designed to train and retrain youth and adults for gainful employment in the business and industrial enterprises located in the area.

It is through the cooperative efforts of education, industry, (Labor and Management), and government, that the full resources of the community can be brought to bear on the problem of developing skilled manpower for today and tomorrow's jobs.

C. Goals of Vocational Education

1. Vocational education should meet the individual's need for acquiring saleable job skills and economic security.

2. Special programs should be developed for meeting the special needs of the handicapped and disadvantaged.

3. Cooperative Education programs should be developed when appropriate, to meet the learning and economic needs of vocational students.

4. Vocational education should be offered in the colleges for only those occupations where employment opportunities are readily availabe.

5. Opportunities for vocational training should be available to all persons, and should be offered in locations available to those needing training for entrance employment, and to those needing training to progress in their present jobs.

6. Vocational advisory committees, composed of labor, management, government, and community representatives, should be important college allies in the planning, development and maintenance of realistic vocational education programs and services.

7. Research and evaluation data on vocational programs should be effectively used when coupled with advisory committee work.

8. Appropriate agencies of local, state, and national government concerned with manpower and training programs, and labor market research and information, should be involved with the planning and development of vocational training programs.

9. Existing vocational programs should be reviewed regularly and changed to conform to current and anticipated job market needs.

10. There should be articulation and coordination of vocational programs offered by the Community colleges and vocational and educational programs offered in the high schools and senior colleges.

11. Certificated vocational counselors should be available to assist every student to make vocational choices and to select training and retraining programs to fit his interests and needs.

12. Teachers, supervisors, and administrators responsible for vocational education programs, should be selected and employed on the basis of their personal and technical abilities, and special education and training for planning and operating vocational education programs.

13. In-service training must be provided and considered essential to the maintenance of a competent staff.

14. The personal and technical attributes and efforts of the teacher should be complemented with appropriate instructional aids, materials, and equipment.

15. The prudent use of tax money mandates that education, industry, and government should pool their resources in support of manpower development and training programs, and that education and industry should each provide that portion of training for which it is best qualified by virtue of its particular facilities, equipment, and trained personnel.

D. Measurable Objectives for Vocational Education

1. Plan and develop systems for collecting and evaluating data and information on population and labor market needs.

2. Articulate and coordinate these needs with the programs and services of the eight Los Angeles Community Colleges.

3. Plan and operate vocational education programs that will train and retrain persons for needed and available jobs.

4. Plan programs that will carefully integrate the values and technical skills of vocational education with the skills the student acquires in his academic program of education.

5. Plan and operate vocational programs with the assistance of lay advisory committees using all available data from occupational analyses and research studies.

6. Provide counseling and vocational guidance services that will assist the student to select vocational programs that realistically fit his interests and needs.

7. Staff vocational programs with instructors who are qualified by special education and training to impart to the student up-to-date skills, knowledge, attitudes and pride in work necessary for successful employment.

8. Provide pre-service and in-service training that will assure that instructors counselors, administrators and others responsible for vocational education, are up-to-date on current labor market needs and population interests and needs.

9. Supplement regular vocational programs with special programs designed to serve the handicapped, disadvantaged, and others having special needs in basic subjects or skills prerequisite to trainig or retraining for gainful employment.

10. Provide placement services that will assure each student reasonable opportunity to be placed in a job for which he is training or trained.

11. Provide for improved programs of articulation between secondary and post high school programs that will allow the student to progress on a career ladder without the loss of time, credits or duplication of effort.

12. Review and utilize existing information and data applicable to the planning, development, and maintenance of relevant vocational programs.

13. Provide for original research and surveys that will produce information needed for planning and improving vocational education.

14. Maintain programs of public information that will keep students and the public aware of the vocational programs and services of the colleges, and how these programs prepare students for employment opportunities in the community.

E. Measurable Objectives for the Vocational Instructor

1. Plan and organize, in accordance with Board and administrative policy, a program of instruction designed to impart to the student the attitudes, knowledge and skills required for successful employment.

2. Provide recommendations and leadership for acquiring appropriate facilities equipment, tools, and supplies needed to teach the skills required for satisfactory job performance.

3. Employ methodologies utilizing the best known audio-visual and instructional materials available, including the use of community resources and institutions offering training and work experience not available in the schools.

4. Provide for equipment and tool maintenance services, lab and shop attendants, counseling, testing, and other needed support services.

5. Initiate actions in cooperation with administrative personnel to collect labor market data and to organize and utilize advisory committees.

6. Develop and maintain a system for evaluating the efficiency and effectiveness of the instructor's instructional program in terms of meeting that program's objectives.

F. Measurable Performance Objectives of Each Major Part of the Vocational Education Instructional Program

General Objectives

Each of the following general areas of vocational education programs are designed to prepare and/or retrain youth and adults for gainful employment or advancement in a recognized occupation where employment opportunities exist.

Occupations generally considered to be professional, or those requiring a baccalaureate or higher degree are not defined or included as a part of the college vocational programs. Vocational education programs and services will be available to all persons including the aged, disadvantaged and handicapped.

Program Objectives for General Occupational Areas

Agriculture --- To provide the student with skills and knowledge related to general agriculture and to prepare the student for successful employment in any of the agricultural occupations which involve specific skills related to plant science, soil science, animal science, farm management, farm mechanics and the storing, processing and distribution of farm products.

Distributive Education --- To train and retrain persons for successful employment in occupations related to marketing, merchandising and the distribution of goods and services.

Health --- The preparation of youth and adults for employment in a specific occupation in the health field involving direct or related services to patients such as therapeutic, preventive, restorative and rehabilitative services.

Home Economics --- To prepare persons for gainful employment in occupations requiring skills and knowledge related to home life and institutional management, food and nutrition, home and commercial furnishings and equipment, health and safety. Consumer homemaking will give primary emphasis to youth and adults needing the skills and knowledge essential to the management of family life, finances, food, clothing and the buying of goods and services, and the utilization of resources and services related to family life.

Office Education --- The preparation of youth and adults for entrance employment or advancement in the many and varied office occupations requiring general and specific skills related to office machines, communications, reports, office management and production, etc.

Technical Education --- To offer instruction that will develop competencies required for employment in a wide variety of occupations requiring skills of a semiprofessional nature. Instruction normally involves subjects of a technical nature such as mathematics, the physical and life sciences, materials and processes related to the specific requirements of the job.

Trade-Industrial Education --- To train and retrain persons for employment in a specific occupation generally associated with the designing, building, testing, servicing and maintaining of buildings, machinery, and the providing of personal and public services requiring technical and manipulative skills.

PART II

ANNUAL PROGRAM PLAN, 1973-74

FUNCTION 1 - POPULATION NEEDS

A. Statement of Need

With more than 7 million residents, Los Angeles County, an area of 4,069 square miles, ranks as the largest county in the nation. It is larger in population than 42 of the 50 states, according to the 1970 census. About 85 percent of the population is concentrated in the 77 cities within the county.

The City of Los Angeles, which covers 455 square miles, has a population of nearly 3 million residents. Almost one-third of the population is comprised of ethnic minority groups.

The Los Angeles Community College District's eight colleges serve 3,997,325 residents who live in an area of 882 square miles. Of the nearly 4 million District residents, Spanish-surnamed residents amount to some 720,000 persons. There are within the District some 604,000 Blacks, 89,000 Japanese, 35,000 Chinese, 21,000 Filipinos, and 14,500 American Indians.

Enrollment among the eight District colleges in the fall of 1973 amounted to 103,000. There are more than 38,000 members of ethnic minority groups among the District total enrollment, including 15,000 Spanish-surnamed, 20,000 Blacks, 5,400 Asian-Americans, 733 American Indians, and 1850 other non-whites. Some 51 percent of these students are enrolled in at least one vocational education course.

On an economic basis, the area served by the Los Angeles Community College District ranges from 90,000 families whose annual income is less than $3,000, to 105,000 families whose annual income is more than $50,000. The greatest concentration, nearly 253,000 are those families whose annual income falls between $10,000 and $15,000.

Age-wise, according to 1970 census figures for Los Angeles County, half of the male white population was below 29.0 years old, compared with 22.4 years for male Blacks, 27.3 years for males in other races, and 21.7 years for Spanish-surnamed males. The respective median ages for females were: white, 31.5 years; Black, 24.3 years; other races, 27.3 years, and Spanish-surnamed Americans, 22.5 years. Some 62 percent of the total population was in the prime-working age group, 16-64 years old. Of the total county population over 25 years old, 38 percent had not been graduated from high school.

The census data for Los Angeles County showed also that among males 16 years of age and older, 1,081,569, (45.5 percent) were veterans. Men who served during the Vietnam War period numbered 179,180; during the Korean conflict, 182,087. Some 40,396 had served in both Korea and World War II. Service in previous periods accounted for 679,906 veterans.

The Los Angeles Unified School District reports that there are some 38,610 12th graders enrolled in September, 1973. This, incidentally, represents a decline of 135 high school seniors from 1972-73. High school enrollment is expected to continue to exceed 38,000 through 1978-79, although birth control pressures and legalized abortions already are affecting elementary grade enrollments.

Separate population statistics need to be developed for the Los Angeles Community College District. Population statistics have either been available for the City of Los Angeles which falls short of the geographic areas served by the District; or on a county basis which covers an area greater than that served by the District.

Statistics which more accurately reflect the District population should be analyzed to identify particular segments of the population according to ethnic background, sex, age, veterans, the disadvantaged and the handicapped in order to serve the special needs of these groups.

There is, therefore, a need to develop a system to compile population statistics for the District through computerization of data gleaned from 1970 census tracts, to modify these data with information from organizations with demographic responsibilities; and to update the information as more facts become available.

B. Goals

To make readily available data regarding characteristics of the general District population and of the District student enrollment.

C. Measurable Objectives

1. Analyze 1970 census tract data to determine District population characteristics.

2. Adjust these data to reflect latest information.

3. Work closely with each campus to determine characteristics for the student body population.

4. Computerize data in a manner which makes readily retrievable population characteristics such as ethnic background, age, sex, economic level, family occupations.

D. Planned Activities

1. Establish and maintain strong liaisons with civic and private sources of demographic data.

2. Program and update population information into computer.

3. Develop analysis system to interpret data for occupational education purposes.

4. Participate as a team of District and college personnel in an EPDA workshop at Rio Hondo College on needs analysis.

E. Evaluation

Activities will be successful to the degree that accurate information is available on computer printout and made available to decision makers.

FUNCTION 2 - JOB MARKET

A. Statement of Need

District vocational coordinators and faculty should take a more active part in job placement. Basic to such activity is job market analyses information. There is a continuing need to update job market information, and to relate this to required curriculum changes.

While Los Angeles County is an area of some 3.2 million jobs, it is given a Labor Market Classification of D - an area of substantial unemployment.

B. Goals

To expand and refine the District's source file of job information.

To break down job information into clusters of occupations, so as to heighten faculty awareness of needed training.

C. Measurable Objectives

1. By June, 1974, all vocational coordinators will have started a current file of job market information. This will be made available to the faculty.

2. Closer liaison will be maintained with public and private sources of job market information.

D. Planned Activities

1. Campus coordinators will encourage vocational faculty to expand job placement activities.

2. Reports will be regularly reviewed from such sources as HRD, the Bureau of Labor Statistics, and economic departments of financial institutions. In addition, campus coordinators will keep abreast of local job market developments with the assistance of advisory committees.

3. Newsletters or other communications systems will be developed to transmit job information to faculty members and administrators responsible for planning vocational education programs.

E. Evaluation

This is a continual process that will be determined by the number of planned activities accomplished.

FUNCTION 3 - JOB PERFORMANCE REQUIREMENTS ANALYSIS

A. Statement of Need

Job performance requirements in the District's Vocational Education Program are presently determined in several ways. Advisory committees, established for each vocational program, are an important source of job performance data. Personal contact, on a regular basis, between each College's Vocational Coordinator and employers to ascertain and respond to changing training needs represents a second source of job performance information. Instructors are also encouraged to visit job sites to obtain first-hand knowledge of job requirements. In addition many part-time instructors are employed full-time in business and industry. The knowledge they bring to the College provides for day by day adjustment of training programs to fit current job requirements. Finally, programs such as L.V.N., R.N., X-Ray Technician and Cosmetology have licensing and certification requirements which assure competency in job performance and serve as guides for training.

The District recognizes that greater use should be made of surveys and research in determining job performance requirements. All vocational programs should be subjected to periodic, documented investigation that is designed and validated by a competent researcher. The District recognizes that the opportunity to participate in the District's Cooperative Education Program should be made available to more vocational students. The District recognizes further that each College should write and keep current measurable objectives describing job performance requirements for each vocational program in its curriculum.

There is a need, therefore, to develop a system at each college for collecting and evaluating current information on job performance requirements. There is a need to incorporate work experience into the curriculum of every vocational program offered by the District. There is a need to develop at each College measurable performance objectives for each vocational program.

Finally, there is a need to continue and improve communication and cooperation with advisory committees, employers, students, faculty and agencies who have expert knowledge of current job performance requirements.

B. Goals

To compile and analyze specific job performance requirements on a continuing basis and to use this information in the planning and revision of needed and relevant vocational programs.

C. Measurable Objectives

1. To develop a system at each College for acquiring and maintain-

ing current information on job performance requirements. This should be accomplished for each occupational field.

2. To develop a District policy requiring that the vocational program curriculum include on-the-job work experience.

3. To develop at each College measurable performance objectives for each vocational program. These objectives should be based on current job performance requirements.

4. To develop at each College a continuing program of communication and cooperation with advisory committees, employers, students, government agencies and private groups concerned with job specifications and manpower skill training.

D. Planned Activities

1. Survey employers each year to determine their current job performance requirements.

2. Increase by ten percent the number of visitations to job sites by instructors to obtain first-hand knowledge of job performance requirements.

3. Plan regular meeting between part-time instructors employed during the day in their specialized fields and full-time instructors, students and staff to provide for day by day adjustments in training.

4. Compare indicated job performance requirements for each vocational program with certification and licensing requirements of the State and Federal governments.

5. Review job requirements at least once a year with advisory committees and employers.

6. Calculate each semester the number of vocational students placed in jobs related to College training and the degree of student success on the job.

7. Request placement on the regular mailing list of the following organizations in order to obtain pertinent information on job requirements:

    1. Department of Human Resources Development
    2. U. S. Office of Education
    3. Department of Industrial Relations
    4. L. A. County Schools
    5. Cooperative Area Manpower Planning System (CAMPS)
    6. Governor's Office of Economic Opprotunity
    7. Department of Rehabilitation
    8. State Department of Education
    9. U. S. Department of Labor

E. Evaluation

District evaluation of the Job Performance Requirements analysis function will be based upon a District review of each College program as well as upon the number of planned activities accomplished.

FUNCTION 4 - PROGRAM PLANNING

A. Statement of Need

The District has reorganized its administrative structure to create a Division of Educational Planning and Development. Within that division are four directors as seen from the attached organization chart. These directors will work as a team to assist colleges in the planning and initiation of new programs.

Each college presently assesses the needs of the community it serves in the planning of new programs. It is expected that the Office of Educational Research and Analysis will increase each college's capacity to determine the population and job market needs of its own community. The colleges are presently assisted in this task by numerous vocational advisory committees.

The District recognizes that its planning function should be to design and make available to the colleges systems and procedures for the planning of vocational programs. It recognizes further that it should gather and make available to the colleges current data pertaining to population and job market needs in the District, and that it should offer both leadership and assistance to the colleges in the planning of needed and relevant vocational programs.

There is a need, therefore, to develop a procedural system for planning vocational programs and services. There is a need to conduct District-wide population and job market surveys and to make the data from these surveys available to each college. There is a need further to increase the District's ability to advise and assist each college in the planning of new programs.

B. Goals

To increase college expertise in assessing the population and occupational needs of the community, and in offering leadership and assistance in the planning of new vocational programs.

C. Measurable Objectives

1. To develop a plan to help each college coordinate its planning with the needs of government, high schools, colleges, businesses and industry.

2. To develop policy, procedure and guidelines for the utilization and integration of population needs information, job market data, advisory committee input, and student feedback information as a basis for program planning at each college.

3. To develop policy, procedure and guidelines for budget planning at each college.

4. To develop a policy that encourages the implementation of vocational programs for the aged, disadvantaged and handicapped.

D. Planned Activities

1. Form a task force committee to review District and college policies on the planning of vocational programs.

2. Secure and evaluate advice and suggestions from vocational advisory committees.

3. Conduct a District-wide population needs and job market analysis.

4. Assist each college in making a job market analysis of its own community.

5. Gather and transmit to each college information pertaining to national trends in occupational areas.

6. Assist each college to make a thorough follow-up study of its vocational graduating students in June 1974.

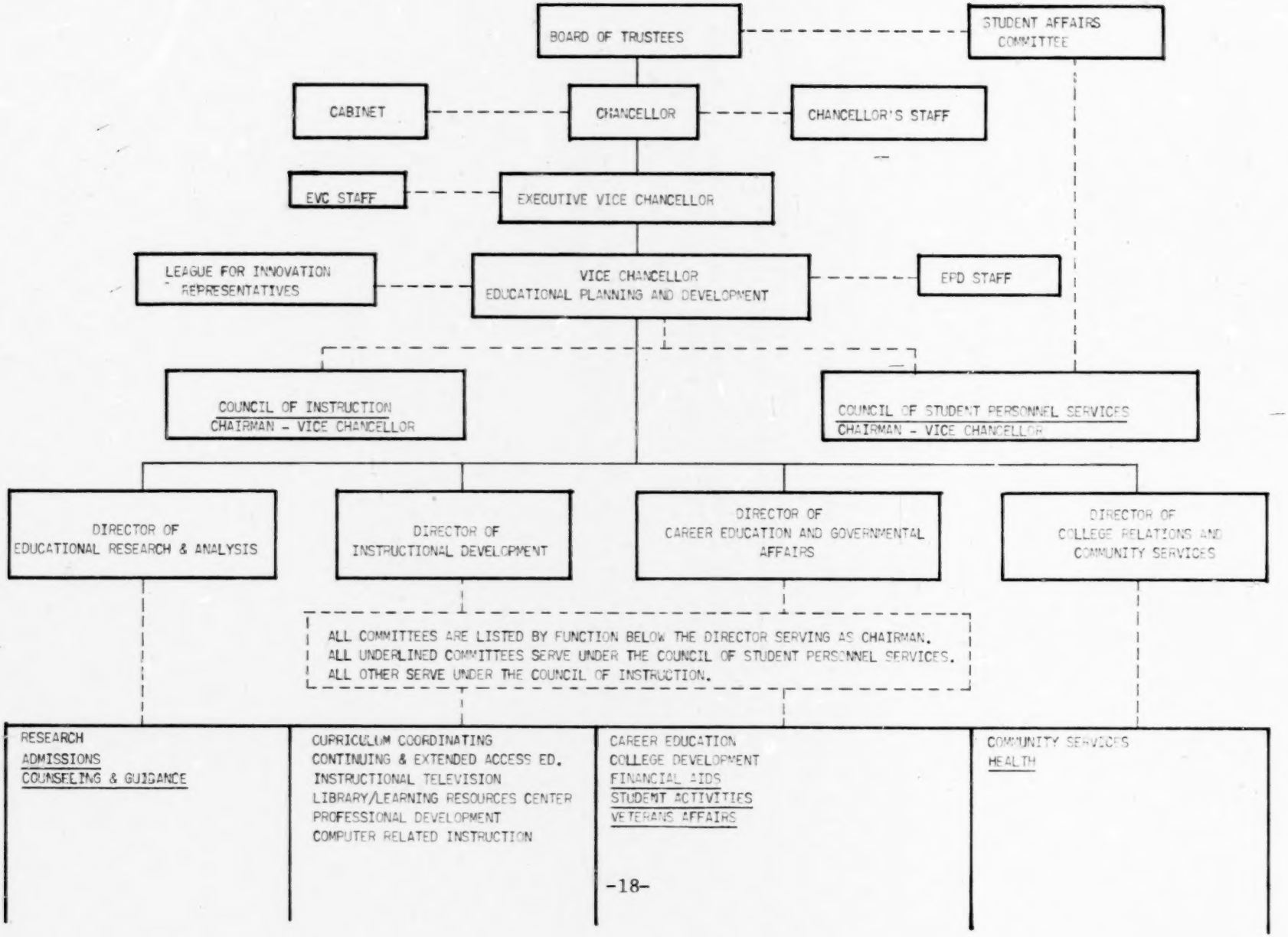
7. Assist each college to establish a basic education program to help the disadvantaged prepare for employment.

E. Evaluation

Evaluation will consist of a review by the task force committee and by the number of planned activities accomplished.

EDUCATIONAL PLANNING AND DEVELOPMENT

FUNCTIONAL ORGANIZATION CHART



FUNCTION 5 - VOCATIONAL EDUCATION PROMOTION

A. Statement of Need

Too large a segment of the District population is unaware of the variety and depth of vocational education courses offered at the Los Angeles Community Colleges.

Too many students, parents, and academic educators associate vocational education disparagingly with "shop" or manual labor.

District residents should be aware of all vocational education course offerings and should recognize vocational education as a means to acquiring knowledge and skills, a job and a fulfilled life.

Therefore, there is a need to continue and expand the District's information program.

B. Goals

To acquaint students and area residents with vocational education course offerings and to improve the image of vocational education.

C. Measurable Objectives

1. Filmed promotional spot announcements will be distributed at least once a semester.

2. Taped promotional messages will be distributed to radio stations at least once a year.

3. A minimum of four District press releases will be distributed to area print media.

D. Planned Activities

1. The District Information Officer will work with the Career Education Coordinator to prepare District-wide promotional materials.

2. College vocational education coordinators will keep campus information officers informed of news and feature material concerning vocational education developments.

3. Colleges will review and update their brochures on occupational programs.

4. Inserts circulated through local newspapers will feature occupational programs.

E. Evaluation

Measure use and exploitation of the various mass media and to the degree possible gauge media impact.

FUNCTION 6 - STUDENT RECRUITMENT

A. Statement of Need

There are many different target groups in a community college student recruitment program. These include high school students, out-of-school youth, the disadvantaged, the handicapped as well as adults who would benefit from training or retraining. Each group should be informed about the various vocational career opportunities available to them at the Los Angeles Community Colleges.

B. Goals

To encourage high school students, out-of-school youth, the disadvantaged and handicapped, and older adults to enroll in a vocational education course or program.

C. Measurable Objectives

1. To develop a plan by June, 1974 to identify target groups within the community.

2. To develop a plan by June 1974 to recruit members of these groups to career education programs.

3. To implement the first phases of plans in the spring 1974 semester

D. Planned Activities

1. Each of the colleges will contact feeder high schools and address high school student assemblies.

2. Effective communications will be established and maintained with counselors and faculty of public and private high schools, employee organizations and representatives of the various civic agencies such as the Veterans Administration, the Department of Human Resources Development, and the Department of Rehabilitation.

3. Special visitation events will be arranged at the colleges for members of identified target groups.

4. Off-campus public speaking programs will be conducted among fraternal clubs, and parent-oriented associations.

5. Outreach programs promoting career education will be established in the community.

6. Printed brochures, leaflets, newspaper inserts, radio and television spot announcements, will be prepared and distributed.

E. Evaluation

Evaluation of student recruitment will consist of a numerical evaluation process designed to measure increase in actual enrollments.

FUNCTION 7 - CURRICULUM RESOURCES AND ANCILLARY SERVICES

A. Statement of Need

In order to meet the physical requirements of offering vocational training, the District maintains specialized shop/lab space and equipment. The District has a 10-year master plan for expansion and facilities improvement at each of the eight campuses. Where regular facilities are not available when a new program is being implemented, the District rents or leases appropriate facilities. Outdated capital equipment is replaced each year to maintain industry standards and vocational instructors are offered specialized in-service training on uses of new equipment.

Consideration should be given to increasing the study of space allocation and the equipment needs of existing and anticipated programs. A committee should study development of more orderly equipment replacement schedules and the under-utilization of existing classrooms and shops.

Multi-media production centers have also been established at each college. These centers are responsible for developing materials for all areas of the college and are dependent on special funding to maintain their level of performance. In addition to securing commercially-made audio-visual products, the Media Centers develop their own. In working with original photographs, they create filmstrips, transparencies, slides, etc. Each Center has personnel to do illustrating and graphic work. "Scripts" are created which translate the written word into spoken text and visual illustration.

In view of the amount of time and money spent in developing these materials, it is imperative that the materials be used economically. Therefore, a coordinated program needs to be set up so that materials developed on one campus by one department can be easily reproduced or shared with other departments or other campuses.

In-service workshops for vocational education teachers should include demonstrations of the latest developments in the field of instructional technology.

B. Goals

To provide, within existing budget constraints, resources and services necessary to maintain, expand, improve and develop offerings in vocational education as manpower needs evolve. Resources and services include staff, in-service education, facilities, equipment and instructional materials.

C. Measurable Objectives

1. During the 1973-74 school year, at least one-fifth of all vocational training programs will be reviewed in terms of their

available resources. This review will determine if curriculum needs for that course are being met and ascertain that the necessary soft and hardware are available.

2. Colleges shall also keep course content, texts and instructional materials up-to-date and incorporate measurable objectives in course outlines as they are revised in at least three subject matter areas annually to the satisfaction of faculty and advisory members.

3. Finally, the District shall encourage and facilitate professional growth of the vocational faculty to keep pace with trends in industry.

D. Planned Activities

1. Increase the number of vocational courses offered on Saturdays.

2. Consider offering vocational classes between hours of 3:30 p.m. and 6:30 p.m.

3. Establish committees to study space allocation and shop utilization of vocational programs.

4. Accept Advisory Committee's guidance in determining new equipment and materials to be used.

5. Maintain information on new materials and trends through industrial visits and trade periodicals.

6. Advertise by "letter bulletin" ancillary resources available to enhance instruction. (address to each teacher individually)

7. Utilize equipment resources of government and industry which have been offered for instructional purposes beyond budget limits of the District.

8. Publish list of materials available from business and/or industry in each occupation.

9. Identify and fund curriculum writing projects and select committee members.

10. Use references such as ERIC whenever possible in writing or updating course outlines and materials.

11. Invite personnel from business and industry to speak to classes.

12. Schedule visitations to business and industry for vocational instructors.

13. Develop workshops to provide cooperative effort of all teachers to understand new materials, processes and/or equipment.

14. Study the possibility of released time or extra pay for in-service training activities during school year for vocational education personnel.

E. Evaluation

Evaluation of the Curriculum Resources and Ancillary Services function is based on continued meetings with planning committees to review the accomplishments of each year, and to continue expansion of vocational facilities to meet the needs of industry with advice, guidance and approval of the business and industry in the area served by the Los Angeles Community College District.

FUNCTION 8 - CAREER GUIDANCE AND COUNSELING

A. Statement of Need

The Los Angeles Community Colleges offer Career Planning and Counseling services to all students enrolled in the colleges. Under a Community Services program these services are offered as well to the population served by the colleges. Services presently offered include individual and group counseling, comprehensive testing, directed study in occupational libraries, informal "rap" sessions, formal seminars with experts from business and industry, field trips to businesses and industrial organizations, meetings between staff and industry leaders to keep counselors better informed about the existence and continuing viability of career opportunities, the compilation and distribution of career opportunities and vocational training information, specialized guidance counselors appointed to assist the disadvantaged and handicapped and referrals to other helping agencies.

To make these services readily available, Career Guidance Centers have been established at East Los Angeles, Los Angeles City, Harbor and Valley Colleges. These Centers were established as a result of funding provided by the Vocational Education Act of 1968.

At Los Angeles City College, as well as Los Angeles Valley College, Mobile Advisement Centers carry career planning and counseling services out to the community.

During the 1972-73 school year the College Outreach Recruitment Program, designed to serve out-of-school youth, the disadvantaged and the handicapped, was established with V.E.A. funding at Los Angeles Harbor College. CORP proved to be a needed and successful program, and efforts are presently underway at Harbor to secure funding for a similar Special Services Program.

Harbor College has also established at its Career Guidance Center a Dictionary of Occupational Titles Information System.

At East Los Angeles College a Vocational Counseling Assistance Program, funded by the V.E.A., sends counselors and counseling services to feeder high schools, both public and private.

Organized Career Planning and Counseling services exist on each Los Angeles Community College campus and the "outreach concept" is in operation at each college.

The District recognizes that education is a continuing process; that it should be available to all ages and groups of people; that there should be equal access as well as equal opportunity at the community college; and that, therefore, career guidance and counseling services should be available to every enrolled student, and should reach out to the community as well to guide

and counsel ordinarily isolated and neglected individuals—the aged, the disadvantaged and the handicapped, to personally satisfying and socially productive lives.

There is a need, therefore, to increase the number of Career Guidance Centers.

There is a need to increase the number of certificated vocational counselors who are trained to help the aged, disadvantaged and handicapped, as well as the regular student.

There is a need to establish on each campus a uniform information file system similar to the DOT system at Harbor College.

There is a need to increase efforts to extend career guidance and counseling services to the community.

There is a need to pull academic and vocational programs together in the minds of administrators, faculty. and students; to show the merit and value and complementary nature of both programs.

There is a need to assign dignity and status to vocational programs, and to publicize the opportunities which they offer.

B. Goals

To provide professional career guidance and counseling assistance to every student and member of the community who requires such assistance.

C. Measurable Objectives

1. To increase the number of certificated vocational counselors trained in helping the aged, the disadvantaged and the handicapped by 5 percent during the 1973-74 school year.

2. To extend comprehensive guidance and counseling services to previously isolated groups by 5 percent.

3. To establish by June 1974 an occupational information system on each campus.

4. To increase supportive services (tutoring, remedial reading and writing programs, interpreters, transportation aids, financial aids, etc.) so that the occupational student will follow his chosen program to its logical conclusion and qualify for an entry level job.

5. To include career guidance in the recruitment and special programs developed for veterans.

6. To [illegible] dignity and status to vocational programs.

7. To increase by 5 percent publicity given to existing and emerging career opportunities.

8. To increase by 10 percent publicity given to existing as well as anticipated career training programs in the colleges.

D. Planned Activities

1. Additional Career Guidance Centers will be established, where needed.

2. A certificated person trained in helping the disadvantaged, the handicapped and the aged will be assigned career guidance and facilitative responsibilities on each campus.

3. An occupational information system, such as DOT, will be established on each campus.

4. Special developmental programs to assist and support vocational students will be functioning on each campus.

5. Seminars for teachers and administrators will be planned as an approach to popularizing career awareness among educators.

6. The title of "Vocational Education Coordinator" will be changed to "Career Education Coordinator."

7. Information on career opportunities and career training programs will be circulated among the colleges in a newsletter.

8. Regular on-campus visitations of experts from industry will be planned with a free exchange between these experts and students regarding job requirements, entry level roles, tenure, etc., in each industry represented.

9. Regular visits of counseling staff to different industries will be planned as an approach to updating a counselor's knowledge about industrial expectations.

10. Counselors will be invited to advisory committee meetings.

E. Evaluation

Evaluation of the guidance and counseling function will consist of an ongoing and year-end follow-up study to determine the number of dropout, job-out, and graduated students. Evaluation will be achieved further by identifying how many planned activities have actually been accomplished.

FUNCTION 9 - PLACEMENT

A. Statement of Need

Vocational education placement services are rendered both formally and informally at each of the eight Los Angeles Community Colleges. Formal services are provided by the Placement Center. These centers serve all students, vocational as well as liberal arts. They refer students to both part and full-time employment. The great majority of referrals are to part-time jobs. The individual directly responsible for organizing the operation and interviewing students usually is a classified person. Job orders are generally taken by phone, typed and posted by supportive clerical staff. The entire operation is administered by the Dean of Student Personnel. Because of limited staffing, face-to-face contact with employers in the community takes place infrequently. Some campuses, however, have been successful in establishing good community contacts leading to job orders.

Informal placement services are rendered by the vocational education instructors themselves. This is especially true in instances where the teachers have maintained some sort of working relationship with people "in the field". Some individuals return to work in their field every several years in order to keep their skills current. Others make a point of inviting their former colleagues to visit the school plant in order to observe the manner in which students - potential employees - are being trained. The degree to which vocational education instructors are involved in placement varies enormously. Most placement officers feel that this involvement should be encouraged.

Informal placement is also carried out by vocational coordinators and advisory committee members. Off-campus formal placement is handled primarily by HRD and private employment agencies.

Placement offices are generally not notified if a student is terminated. Thus, vocational education instructors might not get that feedback which could help them adjust their curriculum.

The District could be helpful in the follow-up of students who never went through the Placement Office. "Double postcards" could be sent asking what the student majored in, how much schooling was completed, and whether employment was found in the area of interest. The computer may be used, for example, to generate student names and addresses.

Therefore, vocational education coordinators need to utilize every possible resource which will help them determine "where the jobs are." This involves maintaining close contact with the Department of Labor, HRD, local businesses and industry.

In contrast with Placement Centers' part-time orders, there are relatively few notices of full-time permanent employment. Most Placement officers and cooperative education coordinators need the time to establish more face-to-face contacts with local employers so that the number of full-time positions available may be increased.

Relationships between the Placement Center and other segments of the campus need to be coordinated. For example, Cooperative Education instructors should be encouraged to regularly refer their students who are seeking employment to Placement. Also, all on-campus employment should be handled through the Placement Office.

B. Goals

To continue to operate Placement Centers in each of the eight colleges.

To continue to encourage vocational education and cooperative education instructors to assist in locating positions for their students. Each vocational training instructor will be urged to develop a system for following up on placement information for all of his graduates.

To improve liaison between vocational instructors, cooperative education coordinators, and the placement centers so that a system is developed for following up on placement information for all occupational graduates.

To increase the effectiveness of the placement program as evidenced by the total number of students who are able to find work in their field of interest upon completion of a training program.

C. Measurable Objectives

1. During the 1973-74 school year, each Career Placement office will continue to keep records on the total number of students who are placed and the particular areas in which they find employment.

2. During the 1973-74 school year, there will be an increase in the total number of graduates being employed out of our vocational training programs.

3. During the 1973-74 school year, there will be an improved placement evaluation process based on standardized criteria.

D. Planned Activities

1. More individualized placement assistance will be made available to optimize the match between student training and employment.

2. The Research and Analysis Section of the District Office will assist Placement officers in studying methods and developing an operational plan for accomplishing a more comprehensive employer feed-back system to complement present student follow-up programs.

3. Placement officers will intensify and coordinate contacts with local employers. Promotional brochures will be more widely distributed and industry representatives will be encouraged to visit vocational shops and training facilities.

4. Placement officers will develop and coordinate policies, guidelines and evaluative criteria to be applied to the placement function on a District basis.

5. Placement officers will coordinate with other District functions in the indentification and selection of occupational areas needing special attention and additional work activity to develop job openings.

E. Evaluation

Placement will be evaluated partly in terms of the number of students placed on jobs in their field of interest this year as opposed to years past. This method of evaluating will be specific or approximate, depending on how well a given campus has been keeping its records. This function should be carried out by vocational education instructors as well as Placement Center heads.

A start will be made in establishing ratios regarding the number and types of students registered and placed, and job openings generated and filled.

At the end of the year, the District will evaluate the relative success of the new procedures. This will be based upon the number of planned activities actually accomplished.

FUNCTION 10 - VOCATIONAL INSTRUCTION

A. Statement of Need

The vocational instructors, deans of vocational education, and the District staff work closely with local advisory committees in the development of new and the review of existing programs. Through this procedure and through other contacts with local firms, the vocational curriculum as well as the instructional procedures are designed to meet community needs. All courses are planned to develop the knowledge and skills necessary for job entry-level employment or to provide the additional training necessary for job advancement. In planning, implementing and revising the program offered, the District incorporates significant data from each of the twelve functions of vocational education when applicable.

Because of the diversity of business and industry in the greater Los Angeles area, there is a demonstrated and felt need for the comprehensive training program being offered by the District to meet the demands of the Community. Currently, the District has 97 different occupational programs with a student enrollment equal to 25,755 units of ADA. This is approximately 40% of the total attributable ADA.

There is also need for the colleges to evaluate their vocational programs and services in relation to the needs of the community they serve. In continuing the District program of Vocational Education, an on-going review of enrollment, follow-up and placement reports should be accomplished to ascertain what programs should be expanded, which are no longer needed and to make certain that graduates continue to meet the needs of local business and industry. District administrators and faculty should assist in the review and revision of all course outlines and in the development of up-to-date curriculum guides for each course of instruction. Articulation methods and procedures should be reviewed between the community colleges and high schools and the four-year colleges to assure compatibility where similar or feeder courses are offered. Additional one-year certificate programs should be developed and offered, and the District should study the possibility of expanding the numbers of courses available for the disadvantaged and handicapped students.

B. Goals

To provide vocational education programs which meet the needs of the local labor market and which provide the skills and the knowledge necessary for satisfactory employment.

To serve employed workers who are seeking continuing education courses to achieve upward mobility in their present jobs.

C. Measurable Objectives

1. During the 1973-74 school year the District will operate

vocational training programs which comply with the California State Plan for Vocational Education.

2. During the 1973-74 school year, programs will be started and continued in areas for which there is high employment potential and demonstrated student interest.

3. The measurable objectives of vocational instruction will be predicated upon a comprehensive system for evaluating each of the twelve major functions of vocational education. A major weakness in any of the eleven functions that are supportive of Vocational Instruction, could adversely affect the quality and/or quantity of vocational instruction programs.

4. The effectiveness of vocational instruction will be evaluated on a continuing basis, supplemented with periodic checks on no less than an annual basis to determine how well the colleges are linking and articulating student interests and needs, community needs, labor market needs, and college services.

D. Planned Activities

1. Continue meetings with advisory committees to determine the success of programs and effectiveness of graduates.

2. Tabulate results of follow-up studies to determine how graduates are doing.

3. Visit local business and industry sites and interview employers to determine abilities of students.

4. Conduct semi-annual drop-out studies.

E. Evaluation

Evaluation of the vocational instruction function consists of carefully reviewing data from each of the other functions of vocational education as well as implementing the activities of each function where and when appropriate in the instructional program.

FUNCTION 11 - PROGRAM REVIEW

A. Statement of Need

The District currently has procedures for the review and approval of new vocational programs. All such programs are initiated to meet specific needs in the community. Representatives of business or industry will either contact the colleges and recommend new vocational programs or ideas are proposed by members of the numerous advisory committees that serve the individual college. A vocational coordinator, assigned to each college, has responsibility for translating the initial idea into a written proposal. After acceptance, this proposal must be reviewed and approved by a District Curriculum Coordinating Council, the Chancellor and by the Board of Trustees.

The District recognizes that existing programs as well as new programs should be reviewed and that this should be a District function as well as a function of each college.

There is a need, therefore, to develop a policy and procedure for the review of existing vocational programs. There is a need to establish at each college a "Vocational Program and Review Committee" to assist with the development of new and the review of existing programs. There is a need to adopt a District policy that would establish the District as an impartial agency with responsibility for auditing and reviewing existing vocational programs at each College.

B. Goals

To review all new and existing vocational programs using criteria based upon specific vocational needs in the communities served by the College District.

C. Measurable Objectives

1. To develop by June 1974, a District policy and procedure for the review of existing vocational programs and services.

2. To develop by June 1974, a method for obtaining and recording data pertaining to existing vocational programs and services.

D. Planned Activities

1. A plan for the systematic review of college vocational programs and services will be designed and implemented.

2. Colleges will be assisted through the District office studies of students enrolled in vocational programs.

3. A procedure will be devised by June 1974 of conducting cost effectiveness analyses of all vocational programs and services.

E. Evaluation

Evaluation of the Program Review function will consist of analyzing data obtained from the planned activities. This data will be reviewed and studied by the faculty, vocational coordinators, deans and advisory committees. They will make recommendations for improving or discontinuing programs in accordance with community needs and standards.

FUNCTION 12 - EVALUATION

A. Statement of Need

Evaluation of vocational programs is presently accomplished by the Dean of Instruction, the Vocational Education Coordinator, the Faculty and Advisory Committee at each College.

The District recognizes that criteria should be developed on a District level to establish guidelines for determining program effectiveness and that each vocational program should strive to meet these minimum standards. The District recognizes further that each College should have its own evaluation component and that the District evaluation function should be to assist, audit, and monitor the evaluation component of each College. Evaluation of these components should be based upon how well the objectives of the twelve functions of vocational education are being met as well as upon additional criteria developed by the District. Evaluation should be functional and end-point.

There is a need, therefore, to develop District-wide criteria for determining program effectiveness. There is a need to assist each College to establish its own evaluation component. There is a need to conduct at the District level functional and end-point evaluations of the twelve functions of vocational education.

B. Goals

To conduct functional and end-point evaluations of the twelve functions of vocational education in order to maintain the effectiveness and relevancy of the District's Vocational Educational Program.

C. Measurable Objectives

1. To develop criteria for evaluating the effectiveness of vocational programs.

2. To develop guidelines for establishing a uniform evaluation component at each College.

3. To develop a policy that would establish for the District a monitoring function in the evaluation process.

4. To develop a policy that would require functional and end-point evaluation, by the Colleges and the District, of the twelve functions of vocational education.

D. Planned Activities

1. Criteria for determining the effectiveness of vocational programs will be devised.

2. Each College will be assigned the responsibility for evalu-

ating the operations of the twelve functions of vocational education on its own campus and to report this information to the District.

3. The District and each College will continually monitor and review changes in industry and be cognizant of how these changes influence the effectiveness of vocational programs.

4. The District and each College will conduct annual follow-up studies of completing students as well as studies to evaluate the reactions of drop-outs, job-outs and graduates to vocational programs offered by the District.

5. Advisory committees and employers who request or fail to request more graduates will be used as sources of vital program effectiveness information.

6. Continuous interchange between community agencies such as HRD and REHAB will be maintained to solicit and document their evaluative recommendations.

7. Colleges will invite COPES (Community College Occupational Programs Evaluation System) to visit their campuses to assist in improving the quality and availability of vocational education in the Los Angeles Community Colleges.

E. Evaluation

On a continuing basis, and no less than once each year, District and College personnel will meet to review and evaluate their system, and its effectiveness for objectively evaluating the twelve major functions of vocational education.

PART III. LONG-RANGE PROGRAM PLAN

1974-75, 1975-76,

1976-77, 1977-78

PART III. LONG-RANGE PROGRAM PLAN

The State outline of instructions requests long-range plans for each of the 12 functions listed for vocational education in Part II of the outline. These plans were partially described under the heading of "Planned Activities" for each of the 12 functions in Part II.

The following long-range plans will supplement and extend the descriptions of planned activities noted for each of the 12 functions.

The eight colleges in the district have long-range plans for extending and improving vocational education programs and services. The plans are many, and range from general plans to comprehensive detailed plans. Some of the long-range plans are rather firm and are scheduled on a priority basis. Many of the plans exist in a fluid state, and the date or year of implementation is dependent upon many uncontrolled factors such as the availability of funds and staff, Board of Trustees approval of major plans and administrative policies, etc. However, the District is presently developing an over-all Education Master Plan. An important and integral part of this plan will be District plans for vocational education.

The following are some of the District's long-range plans for vocational education. Detailed plans are available for review in the District.

I. POPULATION NEEDS

A. Goals (Long-Range)

Within the District, and in cooperation with city, county, state and federal governmental agencies, and private groups, design a functional system for gathering and using data on population needs by the following means:

Establish lines of communication with governmental agencies and private groups responsible for generating information on population needs.

Collect data and source materials on the ethnic, socio-economic, educational, employment and special needs of the population.

Review, analyze and summarize data pertinent to educational planning.

Prepare simple, usable reports that provide data useful to those responsible for planning vocational programs and services.

Gather data on student interests and needs in the high schools of the District.

Conduct special surveys and research in the District when needed to supplement data provided by other agencies and groups.

Plan a system of communication that will assure the dissemination of data collected to those responsible for vocational education.

B. Measurable Objectives

1. Contact and receive demographic reports from Human Resources Development, Census Bureau, Bureau of Labor Statistics, various civic and private planning units.

2. Prepare written report after data reduction and analysis.

3. Maintain current file of local training courses and programs to avoid unwarranted duplication.

4. Disseminate this information to counselors and to vocational education personnel.

C. Desired Outcome

A refined functional system that will provide practical, usable information and data needed to plan and develop vocational programs that will serve the needs of the community.

II. JOB MARKET NEEDS

A. Goals (Long-Range)

To seek District support for the development of a plan and the establishment of a position in the district, responsible for research and statistics in vocational education. Included in these responsibilities will be the establishment of working relationships with existing governmental agencies and private groups, responsible for producing labor market information, also, the collection, analysis, and summarization of labor market data such as employment opportunities and job performance requirements.

To disseminate labor market information to those responsible in the colleges for planning vocational education programs and services.

B. Measurable Objectives

1. Compile reports reflecting current and projected job market needs and trends from Human Resources Development, the Bureau of Labor Statistics, various civic and private organizations.

2. Maintain a file of current and planned training courses and programs to avoid unwarranted duplication.

3. Disseminate relevant information to counselors and to vocational education personnel.

C. Desired Outcome

The development of a system that will produce up-to-date labor market information that can be used by educational program planners to bring into concert, population needs, job needs, and college programs and services.

III. JOB PERFORMANCE REQUIREMENTS

A. Goals (Long-Range)

District long-range goals will be to hold planning meetings with college campus personnel concerned with developing and refining a system for the orderly planning and revision of instructional programs according to up-to-date job performance requirements. Further, to provide inservice training for college staff responsible for keeping vocational programs and services in tune with current and projected job requirements.

B. Measurable Objectives

1. Assure through close communication with business and industry that classroom instruction is linked to needed knowledge and skills.

2. Follow-up of former students to determine which segments of college instruction and training were most helpful in obtaining a job and progressing in that job.

C. Desired Outcome

To prepare staff through inservice training to develop and maintain a scientific system for developing, revising, and maintaining vocational curricula and instructional processes that are in tune with modern payroll job requirements.

IV. PROGRAM PLANNING

A. Goals (Long-Range)

To develop and maintain a comprehensive system for planning vocational programs that will couple community needs, job market needs, and college services, as described in function #4 of this plan for vocational education.

B. Long-Range Plans for New Instructional Programs

The eight colleges in the Los Angeles Community College District have developed (long-range) Educational Master Plans, along the guidelines provided by the Chancellor's office, and in accordance with Title 5.

Using the 12 major functions of vocational education as general guidelines, the colleges have planned in whole or part, the following vocational programs for possible implementation during the years of 1974-75 through 1978-79.

Most programs have certificate and/or associate degree options.

Courses in some of the programs have options for transfer into upper division programs.

4. PROGRAM PLANNING (continued)

College	Program Title	Projected Operational Year 74-75	75-76	76-77	77-78	78-79
City	Environmental Design			x		
	Landscape Architect		x			
	Hotel and Restaurant Management		x			
	Occupational Safety			x		
	Physical Therapy Assistant			x		
	Licensed Vocational Nurse		x			
East	Food Science & Technology		x			
	Ornamental Horticulture-Landscape				x	
	Banking & Finance			x		
	Hotel & Restaurant Management				x	
	Foreign Trade Technology (Export-Import Technician)					x
	Real Estate (Escrow Officer)					x
	Insurance (Claims Examiner-Casualty)					x
	Media Production Technician				x	
	Educational Assistant	x				
	Bio-Engineering & Biomedical Technology			x		
	Automotive Mechanics	x	x			
	Small Engine Mechanic		x			
	Cost Estimator-Construction			x		
	Ceramic Engineering Technician				x	
	Mental Health Technician		x			
	Ambulance Emergency Treatment Technician		x			
	Cardio-Pulmonary Technician		x			
	Emergency Department Assistant	x				
	Electron Microscopy Technician	x				
	Intensive Care Unit Monitor			x		
	Nephrology Technician	x				
	Fire & Safety Technology Insurance					x
Harbor	Medical Secretary		x			
	Physician's Office Assistant			x		
	Dietetics Assistant				x	
	Orthopedic Physician's Assistant		x			
	Bilingual Medical Office Assistant				x	
	Medical Laboratory Assistant					x
	Medical Record Librarian Technician			x		
	Banking and Finance		x			
	Instrumentation Technology					x
	Small Business Management			x		
	Urban Planning and Development			x		
Pierce	Air Conditioning					x
	Physical Therapy Aide			x		
	Medical Records Library Technician			x		
	Medical Assistant				x	
	Child Development			x		
	Graphic Arts Occupations					x
	Construction Technology					x

4. PROGRAM PLANNING (continued)

College	Program Title	Projected Operational Year 74-75	75-76	76-77	77-78	78-79
Southwest	Medical Laboratory Technologies		x			
	Computer Programming				x	
	Dramatic Arts					x
	Consumer Economics			x		
Trade-Tech	Aircraft Sheet Metal Mechanic	x				
	Aircraft Transportation Agent		x			
	Recreational Assistant		x			
	Kidney Dialysis Technician		x			
	Pilot Ground School Training			x		
	Ceramics Technician				x	
	Bio-Medical Technician				x	
	Aircraft Controller					x
	Airline Stewardess					x
	Environmental Testing					x
	Plastics-Boat Construction					x
Valley	Psychological Service Careers	x				
	Fashion Careers			x		
	Medical Assistant		x			
	Inhalation Therapy (Irrespiratory)		x			
	Cardio-Pulmonary				x	
	EEG/EKG Technician					x
	Recreational Leadership		x			
West	Law Enforcement	x				
	Social Welfare Aid	x				
	Educational Assistant		x			
	Governmental Intern Program		x			
	Environmental Studies			x		
	Air Pollution			x		
	Personnel Management			x		
	Waste and Water Pollution				x	
	Recreational Assistant					x
	Airport Controller					x

V. VOCATIONAL EDUCATION PROMOTION

A. Goals (Long-Range)

Plan a series of meetings between District personnel, college administrators and public information officers for the purpose of planning a systematic long-range program for promoting vocational education.

Identify the persons and groups to be contacted on both the District and college community levels, and outline a plan of shared responsibilities for public information activities.

B. Measurable Objectives

1. Publicize vocational education offerings through the press, electronic media and billboard public service announcements.

2. Acquaint local civic and private agencies through a public speaking program.

3. Distribute college literature in public centers.

C. Desired Outcome

A public information service that will objectively link the information needs of students, parents, colleges and the labor market and general public.

VI. STUDENT RECRUITMENT

A. Goals (Long-Range)

The District will work cooperatively with college representatives on each campus to develop a planned approach to student recruitment, as a component to the colleges program of public information.

B. Measurable Objectives

1. Foster on a continual basis effective communication with feeder high school counselors, teachers, and students and with agencies such as Human Resources Development, the Veterans Administration, the YMCA, and youth groups.

2. Arrange annual campus visitations of community residents and high school students and their parents.

C. Desired Outcome

A recruitment system that will reach in and out of school youth needing education and training for available job opportunities in the community and who can profit from college vocational programs.

VII. CURRICULUM RESOURCES AND ANCILLARY SERVICES

A. Goals (Long-Range)

Initiate actions in cooperation with the eight colleges to explore and study the desirability of developing an Instructional Materials Service Center on each campus. Such center to aid instructors; a) survey the market for instructional materials appropriate to their needs, including curriculum, textbooks, multi-media equipment and related materials; and b) provide technical, developmental support and production services to instructors wishing to develop their own materials.

Study the feasibility of developing plans for the systematic replacement of obsolete equipment and facilities, and the comparative costs of such a system to the present.

Expand and improve Study Skill Centers in a way that will serve regular students but give primary attention to the needs of special students, such as the handicapped and disadvantaged.

Provide for a survey of campus needs for pre-service and/or inservice training of vocational, instructional, and support personnel. Upon identification of needs, seek the aid and assistance of established institutions and agencies providing such service. When such services are not availalbe elsewhere, seek special funding and/or District assistance for the support of such services.

Promote the establishment, expansion and improvement of Career Information (or Guidance) Centers on each campus.

B. Measurable Objectives

1. Assess annually vocational education offerings to sustain responsiveness to changing community needs and desires.

2. Reflect this assessment in altered college offerings.

3. Expand or contract hardware and software services supportive to the various courses.

C. Desired Outcome

The development of a plan of priorities, actions and the will of college managers for attaining the goals set forth in this function of vocational education.

VIII. GUIDANCE AND COUNSELING

A. Goals (Long-Range)

To form a study committee to assess and evaluate the adequacy and effectiveness of guidance and counseling services on each college campus, and to recommend ways and means for strengthening such services, including the placement of such services in the organizational structure of the colleges.

B. Measurable Objectives

1. Facilitate on a continuing basis the taking by students of vocational interest and aptitude tests.

2. Update on an annual basis current and projected job opportunity information.

C. Desired Outcomes

Improved and expanded vocational guidance and counseling services.

Greater instructional staff awareness of the counseling function and service.

Improved services for students resulting in greater confidence in counseling services.

Improved organizational structures and methods for counselors to use in blending student interests and needs with community needs, labor market needs, and college vocational programs and services.

IX. PLACEMENT

A. Goals (Long-Range)

Establish and/or refer to an appropriate study committee in the District the task of finding ways and means for coordinating and strengthening the placement function between instructors, department chairman, work experience coordinators and the placement offices.

B. Measurable Objectives

1. Develop and maintain effective communication with local business, industrial and civic agencies to swell the flow of trained students into job vacancies.

2. Follow-up students already placed with the aim of exploiting employment opportunities for additional students.

3. Strengthen cooperative educational programs with particular awareness of the need to involve disadvantaged and handicapped students.

C. Desired Outcome

Improved placement services that will delineate responsibilities for the placement function in the colleges, and utilize the services of governmental agencies and other appropriate groups in the community.

X. VOCATIONAL INSTRUCTION

A. Goals (Long-Range)

Provide for the establishment of a District Task Force Committee to review and evaluate the District Plan for Vocational Education, and how each of the 12 major functions of vocational education in the District can be strengthened.

B. Measurable Objectives

1. Determine on an annual basis whether current course offerings are responsive to community needs and desires. The other 11 major functions of vocational education will serve as guidelines for the annual determination.

2. Adjust instruction as warranted by the annual review.

C. Desired Outcome

A functional operation and management system that will assure that each college offer vocational instruction programs that are the end product of the input and effectiveness of the other 11 major functions of vocational education.

XI. PROGRAM REVIEW

A. Goals (Long-Range)

To work cooperatively with appropriate District committees on the development of criteria and guidelines that can be used by vocational personnel to review their vocational programs and services on a continuing basis. Such review guidelines to include the 12 major functions of vocational education and the sub-elements of the 12 functions such as staff involvement, working relationships with advisory committees, governmental agencies and community groups.

B. Measurable Objectives

1. Analyze annually vocational education programs to appraise their effectiveness, completeness, and responsiveness to area opportunity.

2. Shift program emphasis, as required, to help colleges fulfill more fully their vocational education roles in their respective communities.

C. Desired Outcome

The design, development of a plan that will provide for the systematic review of college vocational programs and services as outlined in the District Plan for Vocational Education.

XII. EVALUATION

A. Goals (Long-Range)

To plan, develop and maintain a comprehensive system for evaluating the effectiveness of ongoing vocational programs and services, and the end product of the vocational instruction program --- the student and his job success.

To combine and utilize the pragmatic and scientific systems of evaluation as outlined in function #12 of this District Plan for Vocational Education.

B. Measurable Objectives

1. Involve vocational administrators, instructors and students in an annual gauging of the degree of success in such programs as student recruitment, enrollment retention, cooperative education, work study and job placement.

2. Seek program analysis from industry advisory panels.

C. Desired Outcomes

A comprehensive system for objectively evaluating college vocational programs and services on a continuing basis, including the 12 major functions of vocational education outlined in the District Plan for Vocational Education, and the sub-elements of the 12 functions. Further, that the greatest number possible of vocational personnel be involved in the evaluation process.

PART IV

DESCRIPTIVE TABLES

STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

REVISED May 14, 1973

Region [Z] ←Code Name→ County [19] ←Code Name→ Los Angeles

District [64741] ←Code Name_ Los Angeles Community College District

Table A (1-73)

Name and Title of Person Preparing Report: John R. Luther, Coordinator, Occupational Education

Telephone: 380-6000, Ext. 296 Date: May 7, 1973

This report covers the school year ending June 30, 1973

Instructional program codes and titles*	Estimated Enrollment: Total	Estimated Enrollment: Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary	PS - Postsecondary	AP - Adult preparatory	AS - Adult supplementary	Status (X) Where applicable N - New	C - Continuing	SP - Meets state plan requirements	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 0 1 0 1 1 1 1												
Title Agriculture, General	200	1	3			X				X	X	40
Code 0 1 0 1 0 8 1												
Title Animal Science (Husbandry)	325	2	8			X				X	X	92
Code 0 1 0 1 0 1 1												
Title Dairy Science	15	-	1			X				X	X	5
Code 0 1 0 1 5 1 1												
Title Ornamental Horticulture	90	-	1			X				X	X	15
Code 0 1 0 5 0 4 1												
Title Orn. Hortic. - Landscaping	230	1	3			X				X	X	70
Code 0 1 0 1 6 0 1												
Title Natural Resources Mgmt.	140	1	2			X				X	X	40
Code												
Title												
Code												
Title												

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80001, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

See instructions on back of page

STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region Z ← Code / Name → County 19 ← Code / Name →

District 64741 ← Code / Name _ Los Angeles Community College District

Name and Title of Person Preparing Report: John R. Luther, Coordinator, Occupational Education

Telephone: 380-6000, Ext. 296 Date: May 7, 1973

This report covers the school year ending June 30, 1973

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment				Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements			Estimated completions
	Total	Special Program and Group Enrollment Included in Column 2										
		Handicapped**	Disadvantaged**	Vocational Work Experience	S	PS	AP	AS	N	C	SP	
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 0 4 0 4 Title Banking and Finance	350	2	6			X				X	X	88
Code 0 4 0 7 Title Food Distr. - Retail	90	1	3			X				X	X	20
Code 0 4 0 8 Title Fashion Design	1000	5	15			X				X	X	200
Code 0 4 0 8 Title General Merchandise	370	3	12			X				X	X	97
Code 0 4 0 8 Title Merchandise Display	20	-	-			X				X	X	6
Code 0 4 1 1 Title Hotel & Restaurant Mgnt.	180	1	3			X				X	X	38
Code 0 4 1 7 Title Escrow	90	1	3			X				X	X	20
Code 0 4 1 7 Title Real Estate	1000	7	24			X				X	X	308

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [Z] ← Code / Name → County [19] ← Code / Name →

District [64741] ← Code / Name _ Los Angeles Community College District

Name and Title of Person Preparing Report: John R. Luther, Coordinator, Occupational Education

Telephone: 380-6000, Ext. 347 Date: May 7, 1973

This report covers the school year ending June 30, 1973

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Estimated Enrollment: Special Programs and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level: (✓) Where applicable (Check one only.) S - Secondary	PS - Postsecondary	AP - Adult preparatory	AS - Adult supplementary	Status: (X) Where applicable N - New	C - Continuing	SP - Meets state plan requirements	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 0 1 4 1 8 | | |												
Title Human Relation	280	2	6			X				X	X	60
Code [illegible]												
Title Parks & Recreation Mgnt.	250	-	1			X				X	X	120
Code 0 1 4 1 0 | | |												
Title Transportation & Pub.Util.	260	2	6			X				X	X	52
Code | | | | | |												
Title												
Code | | | | | |												
Title												
Code | | | | | |												
Title												
Code | | | | | |												
Title												
Code | | | | | |												
Title												

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-30001, D.C.: U.S. Office of Education, July, 1959
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [Z] ←Code Name→ County [19] ←Code Name→ Los Angeles

District [64741] ←Code Name– Los Angeles Community College District

Name and Title of Person Preparing Report: John R. Luther, Coordinator, Occupational Education

Telephone: 380-6000, Ext. 296 Date: May 7, 1973

This report covers the school year ending June 30, 1973

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 0 7 0 1 0 1 1												
Title Dental Assisting	260	7	18			X				X	X	59
Code 0 7 0 1 0 2 1												
Title Dental Hygiene	160	1	3			X				X	X	23
Code 0 7 0 1 0 3 1												
Title Dental Technologies	400	6	18			X				X	X	70
Code 0 7 0 3 0 1 1												
Title Nursing	2900	20	45			X				X	X	510
Code 0 7 0 3 0 2 1												
Title Practical (Voc.) Nursing	270	7	21			X				X	X	104
Code 0 7 0 3 0 3 1												
Title Nursing Assistance (Aid)	75	-	2			X				X	X	30
Code 0 7 0 3 0 4 1												
Title Psychiatric Aid & Tech.	40	1	4			X				X	X	3
Code 0 7 0 3 0 5 5												
Title Obstretical & Surg. Tech	25	1	4			X				X	X	12

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [Z] ← Code Name →

County [19] ← Code Name → Los Angeles

District [64741] ← Code Name _ Los Angeles Community College District

Name and Title of Person Preparing Report John R. Luther, Coordinator, Occupational Education

Telephone: 380-6000, Ext. 296 Date: May 7, 1973

This report covers the school year ending June 30, 1973

Table A
(1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 0 1 7 0 4 0 1 1 Title Occupational Therapy	190	5	15			X				X	X	39
Code 0 1 7 0 4 0 1 3 Title Prosthetics, Orthotics	150	2	7			X				X	X	10
Code 0 1 7 0 5 0 1 1 Title Radiologic Technologies	325	9	22			X				X	X	56
Code 0 1 7 0 6 1 1 1 Title Optics	90	2	7			X				X	X	11
Code 0 1 7 0 8 1 1 1 Title Nephrology	35	1	4			X				X	X	20
Code 0 1 7 0 9 0 1 3 Title Respirator, Therapy	25	1	6			X				X	X	10
Code 0 1 7 0 2 0 1 7 Title Emergency Dept. Ass't.	75	2	6			X				X	X	40
Code 0 1 7 0 1 0 1 1 Title Medical Record Librarianship	155	3	12			X				X	X	40

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [Z] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name→

Name and Title of Person Preparing Report: LOS ANGELES COMMUNITY COLLEGE DISTRICT
2400 WEST OLYMPIC BOULEVARD
LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A
(1-73)

Instructional program codes and titles*	Estimated Enrollment				Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements			Estimated completions
	Total	Special Program and Group Enrollment Included in Column 2										
		Handicapped**	Disadvantaged**	Vocational Work Experience	S	PS	AP	AS	N	C	SP	
1	2	3	4	5	6	7	8	9	10	11	12	13
Code												
Title												
Code 0179												
Title Electron. Microscope Tech	20	4	5			X				X	X	10
Code												
Title												
Code												
Title												
Code												
Title												
Code												
Title												
Code												
Title												
Code												
Title												

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-30061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name– LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report: 215 WEST OLYMPIC BOULEVARD, LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Estimated Enrollment: Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level: (✓) Where applicable (Check one only.) S = Secondary, PS = Postsecondary, AP = Adult preparatory, AS = Adult supplementary: S	PS	AP	AS	Status: (X) Where applicable N = New, C = Continuing, SP = Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 0 9 0 1 0 1 / Title Home Economics, General	1100	12	52			X				X	X	300
Code 0 9 0 2 0 1 / Title Child Development	1080	15	61			X				X	X	273
Code / Title												
Code / Title												
Code / Title												
Code / Title												
Code / Title												
Code / Title												

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-30001, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name–

Name and Title of Person Preparing Report: LOS ANGELES COMMUNITY COLLEGE DISTRICT, 2140 WEST OLYMPIC BOULEVARD, LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table X (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Estimated Enrollment: Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 4 0 1 1 1 1 1												
Title Accounting	4500	80	245			X				X	X	851
Code 1 4 0 12 0 1 12 1												
Title Data Processing	2300	20	72			X				X	X	461
Code 1 4 0 3 1 1 1 1												
Title Gen. Clerical - Filing	900	10	30			X				X	X	346
Code 1 4 0 4 1 1 1 1												
Title Broadcasting	500	4	20			X				X	X	150
Code 1 4 0 4 1 1 1 1												
Title Information Communic.Occ.	300	1	4			X				X	X	100
Code 1 4 0 4 1 1 1 1												
Title Radio/Television	1450	2	8			X				X	X	350
Code 1 4 0 4 0 0 1 1												
Title Journalism	1200	3	12			X				X	X	311
Code 1 4 0 15 0 12 1 1												
Title Quality Control	15	-	6			X				X	X	5

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report — 2340 WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (/) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 4 0 1 7 1 1 1												
Title Secretarial Studies	6000	18	72			X				X	X	777
Code 1 4 0 8 1 1 1												
Title Business Mgmt. & Adminis.	2000	4	20			X				X	X	416
Code 1 4 0 8 0 6 1 1												
Title Business & Commerce Gen'l	3000	6	18			X				X	X	446
Code 1 1 1 1 1 1 1												
Title												
Code 1 1 1 1 1 1 1												
Title												
Code 1 1 1 1 1 1 1												
Title												
Code 1 1 1 1 1 1 1												
Title												
Code 1 1 1 1 1 1 1												
Title												

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ← Code Name →

Name and Title of Person Preparing Report: ~~LOS ANGELES COMMUNITY COLLEGE DISTRICT~~ 2110 WEST OLYMPIC BOULEVARD ~~LOS ANGELES, CALIFORNIA 90006~~

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73).

Instructional program codes and titles*	Estimated Enrollment: Total	Special Programs and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 1 6 0 1 1 1 1 Title Engineering Tech.	210	4	12			X				X	X	81
Code 1 1 6 0 1 1 1 1 Title Engineering, General	1200	10	30			X				X	X	48
Code 1 1 6 0 1 0 1 3 Title Architectural Technology	1500	12	35			X				X	X	200
Code 1 1 6 0 1 1 0 4 Title Automotive Technology	270	4	15			X				X	X	60
Code 1 1 6 0 1 1 0 6 Title Civil, Construc.& Transp.	90	-	6			X				X	X	47
Code 1 1 6 0 1 1 0 7 Title Electronic Assistant	4	-	3			X				X	X	3
Code 1 1 6 0 1 1 0 7 Title Electrical Engineer	50	2	6			X				X	X	31
Code 1 1 6 0 1 1 0 3 Title Electronic Technology	1425	4	12			X				X	X	493

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ← Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report [illegible] WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment				Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements			Estimated completions
	Total	Special Program and Group Enrollment Included in Column 2										
		Handicapped**	Disadvantaged**	Vocational Work Experience	S	PS	AP	AS	N	C	SP	
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 1 6 0 1 0 0 1												
Title Vending Machine Tech.	100	2	8			X				X	X	25
Code 1 1 0 1 1 1 2 1												
Title Instrumentation Tech	40	-	6			X				X	X	11
Code 1 1 0 1 1 1 3 1												
Title Mechanical Engineering	170	1	1			X				X	X	62
Code 1 1 6 0 1 1 1 3 0 1 3												
Title Manufacturing Technology	180	2	6			X				X	X	50
Code 1 1 6 0 1 1 1 7 1												
Title Data Processing Technology	215	5	18			X				X	X	40
Code 1 1 6 0 1 1 9 1 9												
Title City, Community and Reg. Planning	145	2	7			X				X	X	14
Code 1 1 6 0 1 6 1 1 1												
Title Urban Studies	20	-	4			X				X	X	5
Code 1 1 6 0 1 6 0 5 1												
Title Law Enforcement	4300	1	16			X				X	X	469

*Codes and titles listed in *Vocational Education and Occupations*, Publication (E-[illegible]0061, D.C.: U.S. Office of Education, July, 1969

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name— LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report — 617 WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 1 6 0 6 9 0 1 1												
tle Paint Technicial	40	2	2			X				X	X	14
Code												
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*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ← Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report 2138 WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Programs and Group Enrollments Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 7 0 1 / Title Air Conditioning	490	4	15			X				X	X	118
Code 1 7 0 3 / Title Auto Services	480	15	41			X				X	X	102
Code 1 7 0 3 0 1 / Title Automotive-Body & Fender	100	20	64			X				X	X	13
Code 1 7 0 3 0 2 / Title Automotive Mechanics	650	14	50			X				X	X	138
Code 1 7 0 3 0 2 / Title Motorcycle Mechanic	110	-	6			X				X	X	20
Code 1 7 0 3 0 0 / Title Truck & Heavy Equipt. Repair	365	3	12			X				X	X	23
Code 1 7 0 4 0 1 / Title Aviation Technician	320	2	8			X				X	X	150
Code 1 7 0 4 0 3 / Title Aircraft Production Skills	150	4	8			X				X	X	52

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

See instructions on back of page

STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ← Code Name → County [ ] ← Code Name →

District [ ] ← Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report: 2.70 WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1170499 Title Aircraft Elect. Tech.	40	-	1			X				X	X	10
Code 117015 Title Blueprint Reading	30	-	3			X				X	X	10
Code 117017 Title Sign Graphics	200	1	4			X				X	X	43
Code 117019 Title Cinematography	1500	-	2			X				X	X	325
Code 117019 Title Photography	350	4	15			X				X	X	70
Code 117110 Title Building Construction Tech	130	-	3			X				X	X	50
Code 117110 Title Irrigation & Lawn Sprinkler	90	2	6			X				X	X	20
Code 117100 1 Title Carpentry	70	1	4			X				X	X	23

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ← Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report 2338 WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A
(1-73)

Instructional program codes and titles*	Estimated Enrollment				Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements			Estimated completions
	Total	Special Program and Group Enrollment Included in Column 2										
		Handicapped**	Disadvantaged**	Vocational Work Experience	S	PS	AP	AS	N	C	SP	
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 7 1 0 0 2 1 1 Title Electrical Wiremen	130	2	14			X				X	X	36
Code 1 7 1 0 0 2 1 1 Title Electrical Eng. Tech.	30	-	3			X				X	X	10
Code 1 7 1 0 0 2 1 1 Title Electricity	225	3	12			X				X	X	60
Code 1 7 1 0 0 2 1 1 Title Electronic Technician	50	1	4			X				X	X	15
Code 1 7 1 0 0 2 1 1 Title Electrical Lineman	90	-	4			X				X	X	20
Code 1 7 1 0 0 5 1 1 Title Painting & Decorating	165	1	4			X				X	X	40
Code 1 7 1 0 0 7 1 1 Title Plumbing & Pipefitting	115	-	1			X				X	X	20
Code 1 7 1 0 0 9 1 1 Title Glazing	25	-	1			X				X	X	6

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ← Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report 2340 WEST OLYMPIC BOULEVARD LOS ANGELES, CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment				Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements			Estimated completions
	Total	Special Program and Group Enrollment Included in Column 2										
		Handicapped**	Disadvantaged**	Vocational Work Experience	S	PS	AP	AS	N	C	SP	
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 17 1 09 9 1 Title Millwright	280	3	8			X				X	X	70
Code 1 17 1 11 1 1 Title Custodial Services	85	1	6			X				X	X	20
Code 1 17 1 13 1 1 Title Drafting Technology	755	7	28			X				X	X	273
Code 1 17 1 14 1 1 Title Electrical	580	3	20			X				X	X	31
Code 1 17 1 15 1 1 Title Electronics	1750	13	40			X				X	X	140
Code 1 17 1 15 1 1 Title Radio Communications	115	- -	1			X				X	X	20
Code 1 17 1 15 0 2 1 Title Comp. Maint. Tech	85	1	14			X				X	X	35
Code 1 17 1 16 0 1 1 Title Pers. Services-Drycleaning	20	1	3			X				X	X	5

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name— LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report 2340 WEST OLYMPIC BOULEVARD LOS ANGELES CALIFORNIA 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Estimated Enrollment: Special Program and Group Enrollment Included in Column 2: Handicapped**	Disadvantaged**	Vocational Work Experience	Level (✓) Where applicable (Check one only.): S - Secondary	PS - Postsecondary	AP - Adult preparatory	AS - Adult supplementary	Status (X) Where applicable: N - New	C - Continuing	SP - Meets state plan requirements	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 17 1 17 1 1 1 1 Title Supervision	1410	2	18			X				X	X	300
Code 1 17 1 19 1 1 1 1 Title Graphic Arts	170	2	6			X				X	X	53
Code 1 17 1 19 0 1 1 1 Title Hand Composition	165	1	4			X				X	X	31
Code 1 17 1 19 0 12 1 1 Title Machinist Operator	470	3	12			X				X	X	52
Code 1 17 1 19 0 12 1 1 Title Letterpress	26	1	4			X				X	X	5
Code 1 17 1 19 0 13 1 1 Title Photo Offset	70	1	4			X				X	X	20
Code 1 17 1 19 0 16 1 1 Title Bindery	50	1	5			X				X	X	8
Code 1 17 2 13 1 1 1 1 Title Metalworking	100	2	8			X				X	X	25

*Codes and titles listed in *Vocational Education and Occupations*, Publication (1-30061, D.C.: U.S. Office of Education, July, 1969
**As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ←Code Name→ County [ ] ←Code Name→

District [ ] ←Code Name→ ~~LOS ANGELES COMMUNITY COLLEGE DISTRICT~~

Name and Title of Person Preparing Report: 2140 WEST OLYMPIC BOULEVARD ~~LOS ANGELES, CALIFORNIA~~ 90006

Telephone: Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Special Program and Group Enrollment Included in Column 2: Handicapped**	Special Program and Group Enrollment Included in Column 2: Disadvantaged**	Special Program and Group Enrollment Included in Column 2: Vocational Work Experience	Level (✓) Where applicable (Check one only.) S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary: S	PS	AP	AS	Status (X) Where applicable N - New C - Continuing SP - Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 7 2 3 0 1 2 1 Title Machine Shop	290	3	12			X				X	X	78
Code 1 7 2 3 0 3 1 Title Machine Tool Oper. Tech.	130	-	2			X				X	X	65
Code 1 7 2 3 0 5 1 Title Metal Trades	60	1	4			X				X	X	8
Code 1 7 2 3 0 6 1 Title Welding and Cutting	360	3	12			X				X	X	70
Code 1 7 2 6 0 2 1 Title Pers. Service - Cosmetology	350	7	30			X				X	X	60
Code 1 7 2 1 7 1 1 Title Plastics	186	1	4			X				X	X	35
Code 1 7 2 6 0 1 1 Title Fire Control Technology	600	1	8			X				X	X	100
Code 1 7 2 9 1 1 1 Title Cook, Institutional	70	1	8			X				X	X	20

Codes and titles listed in *Vocational Education and Occupations*, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969

** As defined in the *California State Plan for Vocational Education*

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STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Region [ ] ← Code Name → County [ ] ← Code Name →

District [ ] ← Code Name – LOS ANGELES COMMUNITY COLLEGE DISTRICT

Name and Title of Person Preparing Report: 2140 WEST OLYMPIC BOULEVARD, LOS ANGELES, CALIFORNIA 90006

Telephone: - - Date:

This report covers the school year ending June 30, 197

Table A (1-73)

Instructional program codes and titles*	Estimated Enrollment: Total	Estimated Enrollment: Special Program and Group Enrollment Included in Column 2 — Handicapped**	Disadvantaged*	Vocational Work Experience	Level (✓) Where applicable (Check one only.) — S = Secondary, PS = Postsecondary, AP = Adult preparatory, AS = Adult supplementary: S	PS	AP	AS	Status (X) Where applicable — N = New, C = Continuing, SP = Meets state plan requirements: N	C	SP	Estimated completions
1	2	3	4	5	6	7	8	9	10	11	12	13
Code 1 7 2 0 0 1 1 / Title Professional Baking	70	2	8			X				X	X	24
Code 1 7 2 9 0 2 1 / Title Chef Training	170	4	12			X				X	X	76
Code 1 7 3 2 1 1 1 / Title Stationary Engineering	24	-	4			X				X	X	6
Code 1 7 3 3 0 2 1 / Title Tailoring	100	2	8			X				X	X	20
Code 1 7 3 3 9 9 1 / Title Power Sewing	75	1	4			X				X	X	14
Code 1 7 3 6 0 1 1 1 / Title Millwork & Cabinet Making	130	2	7			X				X	X	26
Code 1 7 2 8 1 1 1 / Title Social Service Tech.	90	1	3			X				X	X	20
Code 1 1 1 1 1 1 / Title												

*Codes and titles listed in *Vocational Education and Occupations*, Publication OE-30001, D.C.: U.S. Office of Education, July, 1969

**As defined in the *California State Plan for Vocational Education*

See instructions on back of page

TABLE B
Number of Teachers

U.S.O.E. code	Instructional program area	Number of teachers			
		Full-time		Part-time	
		1972-73	1973-74*	1972-73	1973-74*
01.	Agriculture	16	16	12	12
04.	Distributive education	62	60	62	60
07.	Health	83	80	88	90
09.01	Consumer and home-making education	17	20	12	12
09.02	Home economics – gainful	18	18	12	12
14.	Office	170	172	490	440
16.	Technical	110	112	150	120
17.	Trade and industrial	190	192	260	250
19.1	Exploratory work experience education				
19.2	General work experience education				
	Other				

*Estimated

Instructions

Numbers of teachers in codes 19.1 and 19.2 are to be reported separately from those in codes 01. through 17.

REVISED

LOS ANGELES COMMUNITY COLLEGE DISTRICT May 14, 1973

TABLE C

Vocational Education Enrollment

U.S.O.E. code	Instructional program area	Estimated enrollment (unduplicated)					
		1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
01.	Agriculture	1074	1100	1000	1000	1000	1000
04.	Distributive education	3972	3890	4000	4000	5000	5000
07.	Health	5180	5285	6000	6000	6000	6000
09.01	Consumer and homemaking education	1100	1100	1400	1500	1600	1500
09.02	Home economics -- gainful	1174	1080	1100	1100	1100	1100
14.	Office	20274	22165	26000	27000	28000	27000
16.	Technical	9484	9959	10000	10100	10500	10100
17.	Trade and industrial	13385	14651	16000	17000	18000	17000
19.1	Exploratory work experience education						
19.2	General work experience education						
	Other						

Instructions

In the column for estimated enrollment, 1973-74, enter the sum of the enrollment figures for each instructional program reported in Table A; i.e., enter the total enrollment for all agriculture (code 01.) programs, as shown in Table A, opposite the first item (Agriculture) in this Table (Table C).

Work-experience education enrollment figures should be included in the appropriate instructional program areas in the upper portion of the table and broken out by exploratory work experience education and general work experience education in the lower portion of the table.

REVISED

LOS ANGELES COMMUNITY COLLEGE DISTRICT May 14, 1973

TABLE D

Vocational Education Enrollment Summary

Level of program	Projected enrollment (unduplicated)				
	1973-74	1974-75	1975-76	1976-77	1977-78
Secondary					
Grades nine through twelve					
Grade eight and below					
Postsecondary	59110	60000	63000	65000	65000
Adult (defined)					
Total	59110	60000	63000	65000	65000
Special instructional programs	**1973-74**	**1974-75**	**1975-76**	**1976-77**	**1977-78**
Disadvantaged ..... Total	1695	2000	3000	4000	5000
Secondary					
Postsecondary					
Adult					
Handicapped ..... Total	475	500	600	700	800
Secondary					
Postsecondary					
Adult					
Cooperative program ..... Total	3500	4500	5500	6500	6500
Secondary					
Postsecondary					
Adult					
Group guidance ..... Total					
(Prevocational)					
Secondary					
Postsecondary					
Adult					
Work-study ..... Total					
Secondary					
Postsecondary					
Consumer and home-making education ..... Total	1100	1400	1500	1600	1600
Secondary					
Postsecondary					
Adult					

Descriptive Information About 15% and 10% Part B Set-asides for Programs For Disadvantaged and Handicapped Students.

I. Disadvantaged

A. How students will be identified

1. Referrals from high schools
2. Counselor identification
3. Peer identification
4. Identification through Job Placement Office
5. Referrals from EOP office

B. How the nature of disadvantaged conditions will be identified

1. Teacher identification of students who are not achieving in a regular vocational program.
2. Low scores on SCAT tests
3. Low scores on placement tests
4. Peer counselor identification
5. Counselor identification
6. Teacher interview
7. Students voluntarily seeking remedial help

C. How the District intends to overcome those disadvantaged conditions

1. Each college maintains a Learning Skills Center that is directed by a certificated staff member to accommodate individual needs as well as group needs.
2. Prescriptions are developed to meet individual needs.
3. Tutors are available and assigned when needed.
4. A multi-media center is maintained and equipped with such things as:
   - Individual carrels
   - Timed readers
   - Filmstrips
   - Tapes
   - Tape cassettes
   - Slides
   - Programmed texts
   - Worksheets
   - Other special instructional material
5. Teachers maintain liaison with the Learning Skills Center and make recommendations concerning the use of specialized instructional material.
6. Four of the eight colleges maintain a Career Guidance Center and organized guidance and counseling services exist on each campus.

II. Handicapped

A. How students will be identified

1. Referrals from high schools
2. High school visitations and student conferences
3. Counselor identification
4. Nurse identification
5. Teacher identification
6. Student identification
7. Learning Skills Center identification

B. How the nature of handicapped conditions will be identified

1. High school records
2. Health records furnished by the school nurse and/or family physicians
3. Conferences between various college staff and the students

C. How the District intends to overcome those handicapped conditions

1. The District began an official handicapped program to meet the needs of handicapped students in the Fall of 1971
2. The coordinator of the handicapped program is responsible for identifying specific services for handicapped students such as:
   - Tutors
   - Notetakers
   - Interpreters
   - Tape recorders
   - Priority registration
   - Lowered telephones and drinking fountains
   - Mobility assistants
   - Transportation assistance
   - Elevator keys
   - Special parking (District funds)
   - Removal of architectural barriers
   - Special counseling and guidance
   - Special instructional materials

California State
Department of Education
Form VE-1.1 (Rev. 1-73)

District Plan for Vocational Education
Under the
Vocational Education Amendments of 1968, Public Law 90-576

1973-74 Revision

Region	Code	County	Code
Southern	Z	Los Angeles	19

District	Code
Los Angeles Community College District	64741

Address

2140 West Olympic Boulevard, Los Angeles, California 90006

~~Superintendent~~ Chancellor

Dr. Leslie Koltai

The attached revisions to the district plan for vocational education describe the extent and nature of the total vocational education efforts of this district for 1973-74.

This plan is not an application for VEA-68 funds. However, it is the basis for such application and describes all vocational educational programs, activities, and services in the district.

[Signed] _____ Date May 29, 1973
District superintendent
Chancellor

[Signed] Hope M. Holcomb Date May 29, 1973
Director or chairman of vocational education
(or designate)

Contact person:

Name Hope M. Holcomb

Title Director, Career Education and Governmental Affairs

Phone 213 380-6000 347
Area code Number

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 28 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION